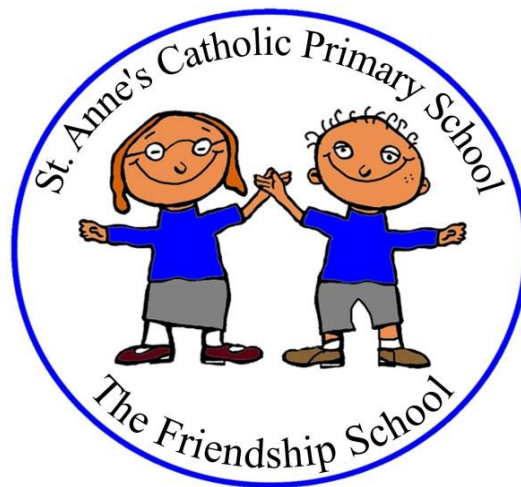


St Anne's Catholic Primary School

Remote Education Contingency Plan



In St Anne's, the Friendship School, we follow up the footsteps of Jesus growing closer to God through prayer, worship, work and play.

We all do our best and show respect, love and care for everyone helping each other live out their faith in today's world.

Senior Leader responsible for Remote Education: Mrs. Claire Keegan

Written by: G. Murphy
Date: October 2021
Presented to Governors: October 2020
Review: Half termly during Pandemic (Reviewed January 2021)

Our Key Principles for Remote Education

At St. Anne's Catholic Primary School, our remote education offer is a well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing regular feedback.

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE lessons will focus on developing individual skill development and Some elements of our curriculum that are best taught in school e.g. mapping skills, will be postponed until we return and will be delivered through themed days.***
- We expect that remote education (including remote teaching and independent work) will take pupils (broadly) the following number of hours each day, for KS1 pupils, 3 hours and for KS2 pupils 4 hours, in line with DfE guidance.***
- For our children in EYFS, we believe (broadly) 2 hours is sufficient for their age and stage of development.***
- Our school uses the Google Classroom digital learning platform as our tool for remote education.***
- For children unable to access the digital platform we will provide paper packs, which we will make available to parents/carers on a weekly basis - either by collection or delivery, by arrangement.***

Remote Education Contingency Plan

Senior Leader responsible for Remote Education: Mrs. Claire Keegan

Introduction

In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience at St. Anne's, there is the possibility that an individual child, bubble or indeed the whole school, will need to self-isolate for a period of time. We have therefore put a plan for remote learning in place so that all children can continue with their education.

This meets the expectations set out in the DfE guidance 'Remote Education Support' with the high priority being of keeping education going during any local or national lockdowns <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>. If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, remote devices (e.g., laptops) and/or 4G connections will be sought, particularly for disadvantaged children.

Parents/carers/carers will be reminded to make the school aware of any barriers to accessing remote learning, prior to this document we have surveyed our parents/carers/carers/carers and children about devices in the home and internet accessibility. Paper work packs will be available to families who do not have access to technology and a record will be kept.

As a key part of our Remote education we also need to continue to consider online safety. This will include appropriate pathways for children, young people and their families to report safeguarding concerns arising through work.

This document sets out St. Anne's Catholic Primary School's approach to remote education, we want to be able to provide this to children at home and in school with staff's workload in mind. This guidance sets out the expectations of parents/carers/carers, children and staff.

We will be using a variety of quality learning materials on Google Classroom including those from the National Oak Academy (as recommended by OfSTED and the DfE), BBC Bitesize, TT Rockstars, Spelling Shed, Read Write Inc as well as resources created and uploaded by class teachers. These will change and develop as time goes on and everyone is more familiar with using the platform. **If you cannot log on to TT Rockstars or Spelling Shed please inform your child's teacher**

As this is a new approach, this is a working document which is subject to change over the academic year 2020-2021, any changes will be cascaded to staff, parents/carers/carers and children where appropriate.

The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning that school is providing.

As we work through this together, it is likely that we will face challenges. We will continue to reflect upon practice and so therefore further modifications and enhancements are likely to be introduced. We recognise that parent/carers will have different expectations and different opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources school has at that given moment of time, and we ask all parent/carers to work with us in line with our school spirit. Unreasonable expectations or unfair comparisons sadly take efforts away from what we always strive to do which is further improve our service. This does not mean that the school is beyond criticism. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and pupils.

Principles behind our Remote Education Approach

Relationships	We know that strong relationships are core to our children feeling secure and engaging in learning. This is exactly the same for online learning. Interactions with trusted, important adults form the springboard for learning to happen. Conversations with peers, and sharing the work of others sets expectations and motivates. Feedback keeps us on track. Staff promote safe peer relationships and conversations through Google Classroom.
Familiarity	Children need to use the platform regularly and be explicitly taught how to login, access work, and how to create posts as well as access material. The principles of being presented with new learning and supported to apply and practice the learning apply in our blended learning approach. This means that even when not in isolation remote education will be used to consolidate teaching in class and also for pre-learning. Parents/carers/carers are given clear expectations and supported to access the technology remotely. There are clear pathways to ask for help, even in lockdown and request for support are valued.
Relevance	The learning online is given context and is carefully sequenced so it makes sense to the children, builds on prior learning and links together. Staff make the links between learning explicit in the way activities are described, and in their comments and feedback they remind children of previous curriculum and learning.
Breadth	As well as core learning in RE, Math's and English, remote education builds on the wider curriculum offer. In addition to the year group offer, key staff in school offer children a broad range of rich content and activity from the breadth of resources available. The use of the virtual classroom signposts children to wider platforms and content relevant and accessible to them.
Consistency	Expectations are clear to children and parents/carers/carers. Staff will be expected to interact during the hours of the school day. We make explicitly what is available when and how to access it. The offer across the school is presented in a common way between classes and year groups so children have a consistent quality of offer and access.
Flexibility	Whilst the content, presentation and timing are consistent we recognise that the children may be sharing devices, and are dependent on the routines of adults to be able to access. Content will be posted in a way that allows children access when they can and is flexible to their circumstances
Ease	As much as possible we will minimize the need to create accounts or use multiple platforms or passwords. There is a single point of contact for support via homelearning@stannes1.com
Management information and follow up equality of access	Engagement in learning is monitored qualitatively by the children's teachers. In addition, management information from Google Classroom shows us when children have access and show much engagement they have had. The safeguarding team will follow up families who are not accessing to make sure there are no concerns and also to understand and remove barriers to access. Our main focus will be on enabling children to access the online platform, but if paper-based solutions are necessary we will use them. Our expectation is this will be for a handful of children.
Workload	Any plans will be made with staff consultation and created with workload in mind. We will make expectations clear to parents/carers/carers so they understand how to balance demand on their children and also on staff. Staff have accessed considerable training and have peer and network support. Some staff have become 'experts' in the platforms used.

Roles and responsibilities in event of whole bubble isolation or whole school lockdown

Teachers

- When providing remote learning, teachers must be available between 9am – 3pm.
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- When providing remote learning, teachers are responsible for:
- Setting work and providing feedback as described in the staff guide
- Keeping in touch with pupils who aren't in school and their parents/carers/carers:
 - If there is a concern around the level of engagement of a pupil/s parents/carers/carers SLT should be notified after 3 days
 - Any complaints or concerns shared by parents/carers or pupils should be reported to a member of the SLT – for any safeguarding concerns, refer immediately to the DSL
 - A register is kept of engagement/contact with children and accessed by teachers/SLT and Safeguarding teams.

Teaching Assistants

- Teaching assistants must be available between 9am – 3pm.
- If they are unable to work during this time for any reason, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- During the school day, teaching assistants must complete training or tasks as directed by a member of the SLT.

Senior Leaders

Senior leaders are responsible for:

- Coordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns, along with support from Safeguarding team. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- Ensuring that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support.

Governors

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Staff Guide (Early Years)

Scenario	Focus	Teacher Action
1: Supporting children who are working at home due to Covid related absence who are well	<p>The focus is on ensuring that the absent children do not fall further behind.</p> <p>The content of remote education needs to match the learning happening within the class. This is to ensure a seamless transition back to school.</p> <p>Remote education should be differentiated to support particular children.</p>	<p>Attendance team sets expectations and SLT confirm that the child has a working device/or directs to paper packs. Refer to Parent Guide re Remote Education.</p> <p>Check in with the child daily via Google Classroom. There is no expectation to access Google Classroom outside normal school hours.</p> <p>Signpost the children to the Virtual Classroom. This should be differentiated where appropriate. Daily recorded videos with feedback and expectations for day's learning are provided for all classes.</p> <p>Any activities uploaded by the children need to be acknowledged.</p>
2: You and your bubble of children need to isolate for a period of time, due to a positive test within your bubble. You are well	<p>It is a legal requirement for children to continue to be provided with an education in the event of a lockdown. If you are unwell this will be reallocated to another member of staff. Safeguarding the children is the top priority. Any child not engaging in remote education needs to be signposted to SLT.</p>	<p>Complete a register with the children who access online learning/engaging- this is shared with SLT and Safeguarding team.</p> <p>Provide children with a weekly timetable.</p> <p>Timetable is to include English, Math's. RE and Wider EYFS Curriculum. Reading activities can be scheduled in advance.</p> <p>Children should read daily or be read to. Where possible, home reader/library book will be given.</p>

Staff Guide (Key Stage 1 & 2)

Scenario	Focus	Teacher Action
<p>2: Supporting children who are working at home due to Covid related absence who are well</p>	<p>The focus is on ensuring that the absent children do not fall further behind.</p> <p>Where possible, the content of remote education needs to match the learning happening within the class, where possible. This is to ensure a seamless transition back to school.</p> <p>Remote education should be differentiated to support particular children.</p>	<p>Attendance team sets expectations and SLT confirm that the child has a working device/or directs to paper packs. Refer to Parent Guide re Remote education.</p> <p>Check in with the child daily via Google Classroom. There is no expectation to access Google Classroom outside normal school hours.</p> <p>Signpost the children to the Virtual Classroom. This should be differentiated where appropriate. Daily recorded videos with feedback and expectations for day's learning are provided for all classes.</p> <p>Choose an appropriate English and Math's unit from Oak Academy/Literacy Counts/Pobble 365/Writing and complete the daily lessons for the week ahead.</p> <p>Signpost children to complete the White Rose Math's Remote education lessons and worksheets assigned as part of the daily learning where appropriate.</p> <p>Signpost children to complete the wider curriculum activities assigned as part of the universal offer. Good resources can be found on Oak Academy and also links in other packages.</p> <p>Signpost the children to the Virtual Classroom. Any activities uploaded by the children will to be acknowledged.</p>
<p>3: You and your bubble of children need to isolate for a period of time, due to a positive test within your bubble. You are well</p>	<p>It is a legal requirement for children to continue to be provided with an education in the event of a lockdown. Safeguarding the children is the top priority. Any child not engaging in remote education needs to be signposted to SLT. If you are unwell this will be reallocated to another member of staff.</p>	<p>Complete a register with the children who access online learning/engaging- this is shared with SLT and Safeguarding team.</p> <p>Provide children with a weekly timetable. Timetable is to include English, Math's, RE, Wider Curriculum, Reading, Spelling. Assign daily Activities (can be scheduled in advance). Any activities uploaded by the children need to be commented upon.</p>

Remote Education Parent Guide (Early Years)

If you are not accessing Google Classroom then you **MUST EMAIL/CONTACT** the office: homelearning@stannes1.com
 All communications are through Google Classroom

	What I need to do	What my child needs to do
<p>My child is working at home due to Covid related isolation</p>	<p>I need to tell the school if my child does not have access to a device or the internet.</p> <p>I want to make sure that my child does not fall behind.</p> <p>I need to help my child’s learning by reading with my child every day and supporting them to engage with their Google Classroom.</p> <p>I will alert teachers if a child is unable to complete work remotely</p> <p>I will maintain contact with school throughout any period of closure/isolation.</p> <p>I will make school aware when a child is unwell and therefore unable to complete work.</p> <p>I will express concerns respectfully with class teachers or senior leaders.</p>	<p>There will be a Nursery and Reception Google Classroom. Your child can click on and access the activities here.</p> <p>It is important that your child engages with their Google classroom every day.</p> <p>Staff will check in with your children weekly via meeting and daily recorded sessions.</p> <p>Weekly learning packs are available to collect to support remote education.</p>
<p>Your child is at home because the class bubble is isolating</p>	<p>I need to tell the school if my child does not have access to the internet or a device.</p> <p>I want to make sure that my child does not fall behind.</p> <p>I need to help my child’s learning by reading with my child every day and supporting them to complete their learning activities.</p> <p>I will alert teachers if a child is unable to complete work remotely</p> <p>I will maintain contact with school throughout any period of closure/isolation.</p>	<p>There will be a Nursery and Reception virtual classroom. Your child can click on and access the activities here.</p> <p>It is important that your child engages with their virtual classroom every day.</p> <p>Staff will check in with your children regularly via Google Classroom and will contact you if no contact/engagement in learning.</p> <p>Your child needs to complete work set by their teacher to the best of their ability.</p> <p>To seek help from an adult at home or a teacher in school if</p>

I will make school aware when a child is unwell and therefore unable to complete work.

I will express concerns respectfully with class teachers or senior leaders.

needed.

To complete work at home to a high standard, ensuring work is presented to the same high standard as in school.

EYFS Wellbeing Wednesday's

Throughout the current pandemic, we have been reminded more than ever of the importance of mindfulness and wellbeing. We are aware that the current need for schooling at home has potentially increased the amount of screen time your child is receiving. Add to that the strains, worries and concerns of changes in routines, missing friends and working differently, and sometimes it can all be too much.

With that in mind, we have created **Wellbeing Wednesday**, an afternoon given over to unplugged (non-screen) activities.

Tasks are being planned around art, craft, design, fitness and activities such as construction and nature. Home learners will be provided with the 4-week plan for this term so that they can plan and prepare for their choice of activity - teachers have been careful to plan a range of tasks that are close in nature to those being completed in school as we know not everyone has access to the same resources.

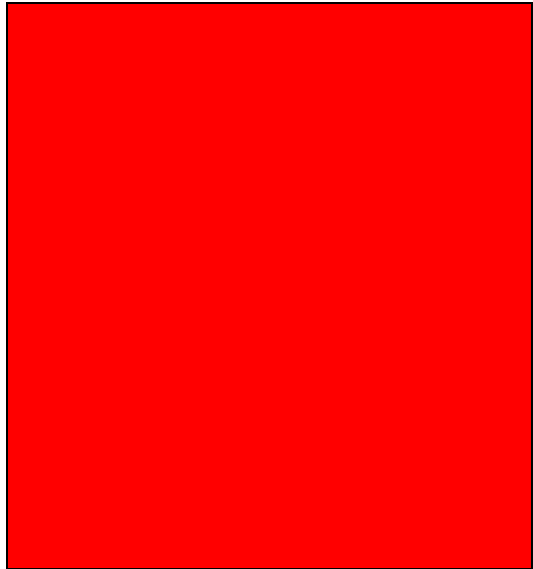
If it suits your family's routine, please swap afternoons. You could have Mindful Monday or Thoughtful Thursday - catchy name optional!

Should you have children in more than one-year group, please select just one activity for you all to complete. We do not want this to be a stressful time

Remote Education Parent Guide (KS1&2)

If you are not accessing Google Classroom then you **MUST EMAIL/CONTACT** the office homelearning@stannes1.com
All communications are through Google Classroom

	What I need to do	What my child needs to do
My child is working at home due to Covid related isolation	<p>I need to tell the school if my child does not have access to a device or the internet.</p> <p>I want to make sure that my child keeps up with their peers.</p> <p>I need to help my child's learning by reading with my child every day and supporting them to complete their Google Classroom activities.</p> <p>I can see the activities in the Google Classroom and enable my child to engage with them</p> <p>I will alert teachers if a child is unable to complete work remotely</p> <p>I will maintain contact with school throughout any period of closure/isolation.</p> <p>I will make school aware when a child is unwell and therefore unable to complete work.</p> <p>I will express concerns respectfully with class teachers or senior leaders.</p>	<p>There will be daily Maths and English activities, your child needs to do these every day.</p> <p>There will be a Google classroom with links to the other websites like Spelling Shed and Numbots. It is important that your child uses these every day.</p> <p>Complete the daily English and Math's lessons from Oak Academy.</p> <p>Complete all other activities set and use the timetable to help plan your child's day/learning.</p> <p>Staff will share a recorded session each day via Google Classroom with feedback and focus for the day's learning.</p> <p>There will also be a weekly live meeting for children to attend.</p>
Your child is at home because the class bubble is isolating	<p>I need to tell the school if my child does not have access to the internet or a device.</p> <p>I want to make sure that my child keeps up with their learning.</p> <p>I need to help my child's learning by reading with my child every day and supporting them to complete their Google Classroom activities.</p> <p>I can see the activities in the class Google Classroom and enable my child to engage with them.</p>	<p>There will be daily Math's and English activities, your child needs to do these every day.</p> <p>There will be a Google classroom with links to the other websites like Spelling Shed and Numbots. It is important that your child uses these every day.</p> <p>Complete the daily English and Math's lessons from Oak Academy.</p> <p>Complete all other activities set and use the timetable to help plan your child's day/learning.</p>

	<p>I will alert teachers if a child is unable to complete work remotely</p> <p>I will maintain contact with school throughout any period of closure/isolation.</p> <p>I will make school aware when a child is unwell and therefore unable to complete work.</p> <p>I will express concerns respectfully with class teachers or senior leaders.</p>	<p>Staff will share a recorded session each day via Google Classroom with feedback and focus for the day's learning. There will also be a weekly live meeting for children to attend.</p> <p>Paper packs will be provided if necessary on a weekly basis along with any resources for recording/to support.</p> <p>Your child needs to complete work set by their teacher to the best of their ability.</p> <p>Seek help from an adult at home or a teacher in school if needed.</p> <p>Complete work at home to a high standard, ensuring work is presented to the same high standard as in school.</p>
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KS1 and KS2 Wellbeing Wednesday's

Throughout the current pandemic, we have been reminded more than ever of the importance of mindfulness and wellbeing. We are aware that the current need for schooling at home has potentially increased the amount of screen time your child is receiving. Add to that the strains, worries and concerns of changes in routines, missing friends and working differently, and sometimes it can all be too much.

With that in mind, we have created **Wellbeing Wednesday**, an afternoon given over to unplugged (non-screen) activities.

Tasks are being planned around art, craft, design, fitness and activities such as construction and nature. Home learners will be provided with the 4-week plan for this term so that they can plan and prepare for their choice of activity - teachers have been careful to plan a range of tasks that are close in nature to those being completed in school as we know not everyone has access to the same resources.

If it suits your family's routine, please swap afternoons. You could have Mindful Monday or Thoughtful Thursday - catchy name optional!

Should you have children in more than one-year group, please select just one activity for you all to complete. We do not want this to be a stressful time

Safeguarding

St Anne's approach to safeguarding children is set out in our Child Protection Policy and Online Safety policies.

Key points for this document

- Staff will respond to children's work via Google Classroom only.
- Safeguarding is a key priority. Parents/carers will be signposted to online safety content on keeping their children safe regularly.
- Any other remote learning correspondence must be through homelearning@stannes1.com

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

Don't worry about screen time; aim for screen quality

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.



Check the safety settings are turned on

Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.



Get your children to show you their apps and games

You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?



Don't try to hide the news about coronavirus

If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.



Remind them of key online safety principles

There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

If you aren't sure, ASK!

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at reporting.lgfl.net, including ones to tell your kids about (they might not want to talk to you in the first instance).



Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Remote Education policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety
- Acceptable Use Policy

School policies can be accessed via link: <https://www.stannescatholicprimary.com/policies/>

Providing Feedback: Pupils can send any completed work to teachers via Google Classroom page and any queries sent to homelearning@stannes1.com. Any work completed on paper should be kept safe and returned to school when it is safe to do so.

Contact with pupils/parents/carers: Parents/carers are able to contact school via telephone and email. Teachers will email feedback if required. Where a pupil is self-isolating on medical ground for a significant period of time, contact will be made via phone on a weekly basis to monitor learning and provide support if needed. Any pupil identified as vulnerable will be contacted by the Learning Mentor Team on a weekly basis and support offered as necessary.

Safeguarding: Please refer to the Child Protection and Safeguarding Policy.

We have had a number of questions about our approach to remote learning and asking if we will be providing live lessons. Like many of our local schools in our network, we will not be live streaming lessons. This is for two main reasons set out in National Education Union (NEU) guidelines:

· *Live-streaming lessons from home should be handled very carefully. This is due mainly to safeguarding concerns, for the pupils and the teacher. Lessons on live video platforms such as Zoom give access into all pupils' (and the teacher's) homes for all participants on the call. Were there to be a safeguarding incident, this could place the teacher and the school in a very difficult position.*

· Additionally, not all pupils will be able to access the lessons when they are live and will therefore lose out on that interaction and instruction.

Data Protection: When accessing personal data, all staff members will: Only use their official school email account and connect to the school network using their school laptop only.

Sharing personal data: Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

Keeping devices secure: All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

Devices: Devices loaned through school must be signed for, used respectfully, treated with care and returned to school when requested. They remain the property of St. Anne's Catholic Primary School.

Monitoring arrangements: This policy will be reviewed by the SLT as and when updates to Remote Education are provided by the government. At present the only 'live lessons' used will be via the Oak Academy.